UNIT: 7th Grade

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| GRADE / Subject: | 7th grade Reading |
| UNIT: | Unit 7 |
| Estimated length: | 3 weeks |
| Big Idea: | These standards are big ideas so see below… |
| Standards Addressed: | **RI.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **RI.6** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| Texts used: | *Claudette Colvin: Twice Toward Justice* by Phillip Hoose |
| Related texts to add to your classroom library during this unit? | *We hope to fill this in later. When doing a unit, we hope to bring out a bin of books for students to read that are related to the current unit in terms of topic so that students who are interested can read more texts about the Civil Rights Movement or about teenager activism.* |

**Overall goal of this unit:**

This unit is focused on examining the author’s purpose in writing this text and examining how he introduces and elaborates upon key individuals (mostly Colvin but also other key players in the Montgomery Bus Boycott), key events both in Colvin’s life and in the Civil Rights Movement, and key ideas (like justice and courage) in order to meet that purpose.

We begin with a deep examination of the first chapter because the first chapter requires the most attention to analyze. We want the students to see how intentionally the author introduces the setting of the book. We begin by focusing on the details he uses to show how pervasive the idea of segregation was in the South and then move into the structure of the chapter so show how he moves from personal to zoom out to societal and then back in gradually to the personal again.

From there, we examine how he introduces central individuals and develops them by explaining influences in their lives. After that, we examine how events and then ideas are introduced and explained.

We also consider point of view. The author includes lengthy quotes from Claudette Colvin so that we learn her point of view, but this is not a memoir and Colvin’s point of view is not synonymous with the author’s point of view. We ensure that students understand this distinction and consider how the author shares his point of view throughout the book.

We conclude this unit by considering the author’s purpose in writing this book (again, distinct from Colvin’s purpose in agreeing to be interviewed).

Please note that this is a rich book and there are many more areas that a reader could focus on. We intentionally limited the scope of discussion points to focus on the standards from this unit. This means that students will not discuss every portion of the book and many of the text boxes.

This book is highly decodable for students (about a 1000 Lexile level, which is a mid-6th grade reading level). Some reading will be done at school but the vast majority will be done at home to prepare for the next day’s lesson.

**LITERARY VOCABULARY TO MASTER: anecdote, personification, epigraph**

**Flow of Unit:**

| **Day** | **Text** | **Focus / Teaching point** | **Standard** |
| --- | --- | --- | --- |
| 1 | Chapter 1 | *Close readers notice how authors intentionally introduce a setting.*   * *Students read the first chapter independently for homework. [Pay attention to how the author establishes the setting.]* * *From chapter title, we know we need to figure out what or who Jim Crow is. Close read to examine the introduction of Jim Crow.* * *Personification of Jim Crow*    + *p 3 – Jim Crow controlled your life from womb to tomb.*   + *P 4 – literally tells you*   + *P 4 – “Jim Crow’s job”*   + *P 4 – “Jim Crow kept blacks and whites from…”*   + *P 4 - Who Was Jim Crow?*   + *P 9 – “solid punch to Jim Crow”* * *Starting with a personal story from CC – connection with Jim Crow* * *Intentionality of photographs to illustrate Jim Crow* * *Reconsider the chapter title (detestable)* | RI.3 |
| 2 | Chapter 1 | *Close readers notice how authors intentionally structure a first chapter.*  *Structure of chapter*   * *Goal is to have kids see that the chapter is structured this way and why (anecdote and then zoom out to then zoom in):* * *Students determine the topic of each paragraph. Then work as a class to group paragraphs and create an outline that lets them see this structure.*    + *Personal anecdote*      - *If, like CC, you grew up…” Moves from CC personal story to getting you to personalize that.*   + *Jim Crow generally to*   + *busing under Jim Crow to*   + *Montgomery to*   + *CC (older now)* * *Reason for this structure. Let the reader see how one event is connected to an entire system. Connects to author’s purpose (clear in last line of chapter)*   *Homework that night: Explain what an epigraph is and write about how this epigraph connects to the theme of this chapter.* |  |
| 3 | Chapter 2 | TP: Close readers consider the details an author includes when introducing and developing individuals and how they connect to the author’s purpose.  Read chapter for homework before this day.  Have students analyze how he characterized CC in this chapter (loved school, religious, angry at injustice, connected to family, inquisitive).  Structure of going back and forth between CC’s direct quotes (use of I in those) and the author’s words. But make sure that they see that even the exact words that he includes from CC are the words that he chose to include – it was still the author’s choice.  Purpose: He wants us to relate to CC and admire her. | RI.3  RI.6 |
| 4 | Chapter 3 | TP: Close readers recognize when authors include events that have a specific impact on individuals and how they show the impact of those events.  How does Delphine’s death and Jeremiah Reeve’s imprisonment change C?  pg. 19, 25, 26 and 29 | RI.3 |
| *5* | Chapter 4 | TP: Close readers notice when authors slow down time to tell tons of details – this indicates that something is a key event.  Read aloud this chapter in class – teacher read aloud.   * Stop after second paragraph. How do we already know this is going to be a critical chapter?   + End of chapter before (When my moment came, I was ready.)   + Page 9 – date and details   + Title   + Picture and history of buses   + Quote from Malcolm X (noise was coming)   + So we know that this is going to be hugely important. Why doesn’t it start there? Why does the author start this chapter with these two boring paragraphs?   Key event in her life and in Civil Rights Movement. So slows down and gives tons and tons of details about it.  Last line indicates importance of this event. |  |
| *6* | Chapter 5 | TP: Close readers recognize when authors introduce additional key individuals and pay attention to the roles that they will play.  In this chapter, students are introduced to a lot of people. This is a chance for them to consider which ones the author indicates are important and how the author indicates that. The students will make a chart to track the information about these key individuals. Want to make sure they include Jo Ann Robinson, Martin Luther King Jr., Rosa Parks, Fred Gray, and ED Nixon. If they mention Judge Hill or Tacky Gayle, that’s fine. Others are a misconception – like C.J. McNear – because they aren’t indicated to be key individuals. | RI.3 |
| *7* | Chapter 6 | TP: Close readers recognize when authors use key details to represent significant ideas.  Read chapter 6  On page 55, Claudette says “Making those pigtails was the strongest statement I could make in that school.” What was that statement? [We want them to see that wearing her hair naturally represents her pride in her black identity and her refusal to bow to white norms and superiority.]  Tell them that the next chapter will be about Rosa Parks. Before we get into that tonight for reading homework, let’s go back and revisit the passages about Parks thus far – pages 44-46 and 56-57. Write a paragraph about how Rosa Parks has been characterized. | RI.3 |
| *8* | Chapter 7 | TP: Close readers recognize when authors share their point of view and how they share other people’s points of view.  What is the author’s point of view? It’s not the same as CC’s point of view. You need to notice which words are hers and which words are the author’s.  In this chapter, the author tells the reader his point of view on Claudette’s role in the boycott. Find that part and defend why that is the author’s point of view. |  |
| *9* | **Chapter 8: Filmed lesson** | TP: Close readers recognize how authors represent events as tying to a larger idea.  On page 69, the author writes, “It was the first of millions and millions of steps to come. The Montgomery bus boycott was born.” How does chapter 8 support these sentences?  Read the chapter in class and annotate as they are reading. Read and work with partners.  Looking for literal on the steps of the boycott and figurative meaning of steps as actions in the Civil Rights Movement. Boycott being born makes it a larger event that has its own life. Boycott isn’t about an individual – it requires everyone working together to get everyone to work. |  |
| *10* | Chapter 8 | TP: Close readers notice how authors represent events as tying to a larger idea.  Why is this chapter called “Second Front, Second Chance”?  The lawsuit is a second chance to abolish segregation on buses and is a second chance for CC to be part of the movement. |  |
| *11* | Chapter 9 | TP: Close readers notice when authors slow down time to tell tons of details – this indicates that something is a key event.  Kids read this chapter for homework.  Read aloud this chapter in class – teacher read aloud.  How is this chapter similar to chapter 4?   * We want them to see that these are the two times CC does something to fight for justice. She’s proud of herself after both moments. * We then want to push them to see that because of that, the author slows down time and tells tons of details in both parts so that we can feel what it was like in those moments for CC.   Why does the author break up the text here into a second part? What is meant by “Playing for Keeps”? | RI.3  RI.6 |
| *12* | *Chapter 10* | TP: Close readers consider how authors end their books.  Why did the author include this last chapter?   * Last chapter ends inspired. * This one is a messy ending – the city is violent and CC is suffering the daily difficulties of life. * Progress but far from perfection | RI.3  RI.6 |
| *13* |  | TP: Close readers consider why an author wrote a text and support that with evidence from the entire text.  HW before this day: Read the Epilogue. Write a paragraph answering this question: “Why did the author write this book?”  Class discussion on this question.   * Phillip Hoose wanted to recognize the role that CC twice played in furthering the desegregation of Montgomery’s buses.   Read Author’s Note after the discussion. |  |
| *14* |  | Assessment where students read an article on a different topic where we ask questions on RI3 and RI6. |  |